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POSITION STATEMENT ON A NATIONAL MANPOWER POLICY.
NATIONAL ASSN. OF STATE DIRECTORS OF VOCAT. EDUC.

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RAPID TECHNOLOGICAL CHANGES AND THE POPULATION EXPLOSION HAVE CREATED THE NEED TO ESTABLISH A MANPOWER POLICY RELATING TO OCCUPATIONAL TRAINING. THE PUBLIC SCHOOL SYSTEM IS RECOGNIZED BY THE CITIZENS AS THE PUBLIC AGENCY FOR CONDUCTING EDUCATION AND TRAINING FOR YOUTHS AND ADULTS. THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, THROUGH THE OFFICE OF EDUCATION (USOE), HAS BEEN THE FEDERAL AGENCY RESPONSIBLE FOR ADMINISTERING FUNDS FOR THE OCCUPATIONAL TRAINING OF THE NATION'S WORK FORCE. THERE IS A GROWING TENDENCY TO ESTABLISH A DUAL SYSTEM WHEREBY OTHER FEDERAL AGENCIES ARE ATTEMPTING TO CONDUCT SUCH TRAINING OUTSIDE THE FEDERAL-STATE-LOCAL EDUCATIONAL STRUCTURE. SUCH DUPLICATION WASTES TAXPAYERS' MONEY. THE PUBLIC SCHOOL SYSTEM IS BEST QUALIFIED TO CONDUCT PROGRAMS BY VIRTUE OF ITS PRIOR EXPERIENCE, PERSONNEL, FACILITIES, FUNDING PROCEDURES, COMMUNITY RESOURCES, AND PRIOR RECORD OF SERVICE. PRESENT PROGRAMS SERVE HIGH SCHOOL AND OUT-OF-SCHOOL YOUTH IN NEED OF TRAINING FOR JOB ENTRY, UNEMPLOYED YOUTH AND ADULTS IN NEED OF RETRAINING, EMPLOYED ADULTS IN NEED OF UPGRADING, AND APPRENTICES IN NEED OF RELATED INSTRUCTION. TRAINING FOR A BROAD RANGE OF OCCUPATIONS AT EVERY LEVEL IS PROVIDED TO MEET MAJOR SOCIOECONOMIC PROBLEMS WITH THE CLOSE COOPERATION OF LAY ADVISORY GROUPS. THE CONCEPT OF FEDERAL-STATE-LOCAL COOPERATION IS HIGHLY DESIRABLE BECAUSE IT BUILDS LOCAL RESPONSIBILITY FOR PROVIDING EXPANDED AND IMPROVED TRAINING OPPORTUNITIES. THE USOE HAS THE RESPONSIBILITY TO ASSIST STATES NOT PRESENTLY HAVING THE CAPABILITIES OF IMPLEMENTING BROAD TRAINING PROGRAMS RATHER THAN TO ESTABLISH OR SUPPORT NEW ORGANIZATIONAL PATTERNS OR AGENCIES. THE PUBLIC SCHOOL SYSTEMS, WHEN PROPERLY SUPPORTED, CAN MEET THE CHALLENGE OF VOCATIONAL-TECHNICAL EDUCATION NEEDS. (JM)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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POSITION STATEMENT
on a
NATIONAL MANPOWER POLICY

Rapid technological changes and the population explosion have created the need to establish a manpower policy as it relates to occupational training.

The public school system in the various states and communities is recognized by the citizens of the United States as the public agency responsible for conducting education and training for youth and adults. Education and training should be a cooperative undertaking involving leadership and financial support at Federal, state, and local levels.

The Department of Health, Education, and Welfare, through the Office of Education, has for many years been the agency at the National level which is directly responsible for administering Federal funds and programs provided by the Congress for the occupational training of youth and adults in the development of knowledge and skills for the Nation's work force.

There is a growing tendency toward the establishment of a dual system of occupational training whereby other agencies of the Federal Government are attempting to conduct such training outside of the Federal-state-local educational structure which cannot be justified either in terms of cost or effectiveness.

Unnecessary duplication in publicly supported training programs where Federal funds from various sources are administered by different public agencies results in a waste of the tax payers' money.

We seek for maximum excellence in vocational training and believe that through education and long years of experience, professional public school personnel are best qualified to conduct such training efficiently and effectively.

For fifty years, the Federal-state-local partnership in occupational training has provided qualified administrators, supervisors, and teachers to conduct programs designed to meet manpower needs. This has involved the use of continuous research to update guidance and instructional programs.

Public vocational education has the facilities for a great variety of occupational training programs. These facilities can be used all hours of the day and night on a year-round basis. Here the learning skills developed in general education programs form basic foundations for vocational training. Such a service is most effective in aiding youth and adults to enter and advance in gainful employment and to achieve civic and social competence.

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The Federal-state-local partnership in vocational education has proven to be effective in providing funds to develop and support programs in all types of public education agencies. Vocational and technical programs for youth and adults are provided in comprehensive high schools, vocational high schools, area vocational and technical schools, technical institutes, community colleges, branch university centers, colleges, and universities.

In addition to school facilities, the entire community may be regarded as a training laboratory. Here local business and industrial establishments provide

training stations for work-experience programs under the supervision of qualified educators.

Occupational training under the supervision of State Boards for Vocational Education is provided for people with a wide range of abilities. It serves:

High school and out-of-school youth who need training to enter employment,
Unemployed youth and adults who need retraining,
Employed adults who need upgrading, and
Apprentices who need related instruction.

Training is provided in a broad range of occupations, including single skill to highly skilled and technical occupations. Vocational training is pointed directly at solutions to many of our major socio-economic problems, such as:

The need for skilled and technical manpower
Alleviation of poverty
Reduction of welfare roles
Reduction of the school dropout rate
Programs for youth with special needs
Reduction of illiteracy
Need for continuing occupational training services over lifetime of the people in the work force

Advisory committees composed of representatives from management, labor, and others work closely with professional vocational personnel in determining the content of training programs.

The 1963 Federal Vocational Education Act increased the scope of vocational training and is rapidly expanding the facilities and program offerings to include persons of all ages in all communities in the States. This Act provides for joint Federal, State, and local financial support. With the added assistance from this Act, vocational administrators, teachers, and counselors have demonstrated their ability to conduct training, with only limited financial support, to meet the occupational needs of youth and adults. Now, when the need is greater, we should reinforce those capabilities. Much more financial support is needed to do an adequate job.

The concept of Federal-state-local cooperation is highly desirable because it builds local responsibility for providing expanded and improved training opportunities.

All segments necessary for the implementation of a broad occupational training program are available in most states through the existing Federal-state-local relationships in vocational education. In those states where all facets of a broad manpower program are not implemented through this pattern of relationships, it is the leadership responsibility of the USOE to assist the states to develop these capabilities rather than to establish or support new organizational patterns or agencies.

Our Nation enjoys an industrial supremacy today that is the envy of every other nation. This is the result of the high productivity through occupational competency of the individual worker in our labor force.

There is a crisis today, however, created by a race between the modernization of our business and industrial processes and the modernization of the manpower to implement them. This requires training programs that are fast, efficient, and flexible. Historically, vocational education has demonstrated the ability to adjust to changing needs and emergency situations, such as the development of the massive war production training program during World War II and the post-war veterans' training program.

The public school is the only institution in our society that touches the life of every learner. The emerging public school programs of vocational-technical education, when properly supported by Federal, state, and local funds, can meet this challenge in the years ahead.

Adopted by--
National Association of State Directors
of Vocational Education

Date--
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